

# Orton CofE School

## Inspection report

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|--------------------------------|-----------------|
| <b>Unique Reference Number</b> | 112419          |
| <b>Local Authority</b>         | Cumbria         |
| <b>Inspection number</b>       | 357102          |
| <b>Inspection dates</b>        | 8–9 June 2011   |
| <b>Reporting inspector</b>     | Janette Corlett |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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|--|--------------------------------------|
| <b>Type of school</b>                      | Primary                              |
| <b>School category</b>                     | Voluntary aided                      |
| <b>Age range of pupils</b>                 | 3–11                                 |
| <b>Gender of pupils</b>                    | Mixed                                |
| <b>Number of pupils on the school roll</b> | 68                                   |
| <b>Appropriate authority</b>               | The governing body                   |
| <b>Chair</b>                               | Mr Stephen Dunning                   |
| <b>Headteacher</b>                         | Mrs Kate Arnold                      |
| <b>Date of previous school inspection</b>  | 10 October 2007                      |
| <b>School address</b>                      | Orton<br>Penrith<br>Cumbria CA10 3RG |
| <b>Telephone number</b>                    | 01539 624268                         |
| <b>Fax number</b>                          | 01539 624268                         |
| <b>Email address</b>                       | head@orton.cumbria.sch.uk            |

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|--------------------------|---------------|
| <b>Age group</b>         | 3–11          |
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors saw seven lessons or parts of lessons, observing four teachers. They examined a variety of pupils' written work. Inspectors held meetings with members of the governing body, teachers and groups of pupils. They scrutinised the school's child protection and safeguarding documentation, information about the curriculum, development plans and records of pupils' progress. The inspectors also analysed 41 questionnaires from parents and carers, 32 completed by pupils in Key Stage 2 and 10 completed by teaching and support staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether pupils make consistently good progress as they move through the school.
- The extent to which school leaders have tackled the issues from the last inspection, particularly in relation to the quality of teaching and assessment for learning.
- The extent to which teachers' planning builds on pupils' prior learning to ensure pupils are given tasks and activities appropriate to their individual needs.

## Information about the school

This is a smaller-than-average primary school. Almost all pupils are from White British backgrounds. The proportion of pupils who have special educational needs and/or disabilities is below average as is the proportion of pupils known to be eligible for free school meals.

Extended care provision operates on the school site; it is managed externally and is not subject to this inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Orton provides a satisfactory standard of education in a warm, welcoming and calm environment. Attendance is high because pupils enjoy coming to school and learning and playing together. There is a real family atmosphere. As a result, pupils behave well and show respect and kindness towards one another, with older pupils looking after their younger friends in a mature and responsible manner. Pupils have a good understanding of the importance of leading a healthy lifestyle through taking part in physical activities and eating a well-balanced diet.

Children make satisfactory progress through the Early Years Foundation Stage from starting points broadly in line with those expected for their age. They maintain satisfactory progress and achieve average attainment by the end of Year 6, though small numbers in each year mean comparisons with national data should be treated with caution. While an increasing number of pupils are making good progress in response to school initiatives, progress in writing is variable due to inconsistencies in teaching and provision.

Teaching is satisfactory overall. Teachers have secure subject knowledge and use this to enthuse and motivate pupils. Relationships are strong and underpin pupils' good attitudes to learning. Some teachers use assessment information well when planning lessons to meet the needs of all learners and this effectively supports better rates of progress. This practice is not sufficiently embedded in all classes and lessons so the tasks and activities do not closely match the ability levels and prior learning of all pupils, particularly those of the older pupils in each class and of more-able pupils. Marking does not consistently give pupils enough information on how to improve their work. The school works hard to broaden and enrich the curriculum by providing a range of interesting visits and visitors to the school and by organizing a number of popular after-school clubs which are much appreciated by the pupils.

The care, guidance and support offered by the school are good. Parents and carers particularly appreciate this and typically comment that staff are 'incredibly patient and understanding' and the school 'makes a tremendous contribution to children's development of self-esteem.'

Sound leadership from the headteacher, with the support of the governing body, has ensured that important changes to tackle the school's weaknesses, including providing pupils with more opportunities for independent learning, have been implemented. Self-evaluation identifies where development is required and effective systems are in place to strengthen the school's performance further. The school's capacity for sustained improvement is satisfactory.

Up to 40% of schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit from an Ofsted inspector before the next Section 5 inspection.

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## What does the school need to do to improve further?

- Improve the quality of teaching by:
  - making sure that teachers' planning consistently identifies appropriately challenging tasks and activities for all learners, particularly for more-able and older pupils in each class
  - establishing an expectation that teachers will routinely mark pupils' work and give pupils enough information on how to improve their work.
- Improve pupils' progress in writing by:
  - increasing the opportunities pupils have to write for sustained periods of time throughout the curriculum
  - raising teachers' expectations of the quantity and quality of presentation of pupils' written work.

## Outcomes for individuals and groups of pupils

**3**

Pupils say they feel safe at school and have every confidence in the adults who care for them. They say that there is no bullying in school – very occasionally they fall out, but they soon make friends again and play and learn together very happily. They especially enjoy the many opportunities to take advantage of the school's rural location which lends itself to a wide variety of opportunities for outdoor learning activities - for example, the popular Forest School initiative. Pupils willingly take responsibility within the school and can point to many examples of where they have made a real difference to life in the community through organising events and fund-raising for charities. Good spiritual, moral, social and cultural development stems from many opportunities pupils have for reflection, to consider the rights and views of others, to work together and to find out about their own and other people's cultural heritage. The pupils' high attendance and increasing confidence are giving them a good basis for progress in the next stage of their education.

Achievement is satisfactory. Pupils are keen to answer questions and cooperate well in group activities. Their progress in lessons is at its best where activities proceed at a brisk pace and the tasks are interesting and challenging. Sometimes pupils do not have enough opportunities to complete work or to write for sustained periods of time. As a result, progress in writing is weaker than it is in reading and mathematics. Pupils with special educational needs and/or disabilities receive appropriate support and make satisfactory progress in their learning and personal development. Pupils at risk of falling behind increasingly benefit from early identification and effective interventions to help them catch up.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for pupils' outcomes*

|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>3</b> |
| Taking into account:  |          |
| Pupils' attainment <sup>1</sup>   | 3        |
| The quality of pupils' learning and their progress  | 3        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 3        |
| <b>The extent to which pupils feel safe</b>   | <b>2</b> |
| <b>Pupils' behaviour</b>  | <b>2</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>2</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>2</b> |
| Taking into account:  |          |
| Pupils' attendance <sup>1</sup>   | 1        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>2</b> |

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

An increasing proportion of good or better teaching is helping to improve pupils' progress. In the best lessons pupils have a clear understanding of the purpose of the lessons because teachers share objectives well, and this sets a secure context from which pupils can begin their work. While teachers' use of assessment information to plan appropriate learning tasks for different levels of ability has been strengthened, there remain occasions when the needs of all pupils are not catered for. Teachers do not consistently mark pupils' written work and this means that there are missed opportunities for day-to-day assessment and for giving pupils useful information on how to improve their work. Teachers' expectations of the quantity of written work and quality of presentation are not high enough.

The curriculum meets the needs of pupils and is enriched by a broad range of after-school clubs, visits to places of interest and visitors to the school. Pupils in Key Stage 2 appreciate the opportunities for residential trips with an outdoor education focus. Pupils learn to speak French. They have the chance to learn to play musical instruments and take part in a variety of musical and creative arts activities. The curriculum is developing to provide more effective links between subject areas and give pupils more opportunities to develop their basic skills in English. However, there are still too few opportunities for pupils to write for sustained periods of time and this means that progress in writing is less rapid than in reading and mathematics throughout the school.

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The school cares for pupils well and encourages them to develop confidence and independence. Children whose circumstances have made them vulnerable receive effective support to ensure that they can play a full part in the daily life of the school. Strong partnerships with other schools and outside agencies mean that staff are helping pupils to be confident about moving on to the next stage in their education.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>3</b> |
| Taking into account:<br>The use of assessment to support learning  | 3        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>3</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>2</b> |

## How effective are leadership and management?

The headteacher provides sound leadership and educational direction for the school and works effectively with a range of other agencies and partners, including parents and carers. Teamwork is strong and a 'hands on' approach to the day-to-day management of the school supports the headteacher in the difficult task of fulfilling her leadership role whilst maintaining a half-time teaching commitment. Recent actions to secure systematic monitoring of the quality of teaching and learning have secured more rigorous self-evaluation and robust improvement planning. As a result, teachers' expectations of pupils' achievement have risen and progress is improving, but expectations of the quantity of written work and quality of written presentation are not high enough. The school is inclusive and racist incidents are extremely rare. However, the lack of suitable challenge in lessons for some of the older pupils in mixed-age classes and for the more able means that the effectiveness of the school's promotion of equal opportunities is satisfactory overall.

The school's effectiveness in promoting community cohesion is good. Staff and pupils have a good understanding of the local community and actively promote pupils' understanding of the range of cultures, faiths and socio-economic circumstances in the United Kingdom and the wider world.

The members of the governing body are beginning to have more influence in determining the strategic direction of the school, offering an appropriate balance of support and challenge. Governors successfully carry out their statutory duties in relation to safeguarding pupils and staff. The school gives satisfactory value for money.

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Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>3</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 3        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>3</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>2</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>3</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>3</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>2</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>3</b> |

## Early Years Foundation Stage

The warm, family atmosphere in the Early Years Foundation Stage unit ensures that children settle happily into school life. They join in confidently with the older pupils who enjoy looking after them and helping them with the class routines. They make satisfactory progress developing their skills in reading, writing and mathematics and reach expected levels by the end of the Reception Year. Their progress in developing personal, social and emotional skills is good. Adults work together closely and maintain a balance between adult-directed activities and the opportunities children have to choose the direction of their own learning. The indoor learning environment is welcoming and stimulating. Recent improvements to the outdoor area mean that children can enjoy playing and learning together outdoors in all but the most inclement of weather. There are plans in place to further develop the use of the outdoor environment to extend children's learning. Children know how to keep themselves safe, demonstrate awareness of personal hygiene and show consideration towards one another. Arrangements to promote children's health and safety are secure, which ensures that children feel safe and are happy in school.

Parents and carers make valuable contributions to their children's learning and are warmly welcomed into school. The dedicated Early Years Foundation Stage leader reflects on practice and knows what needs to be done to improve it further.



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Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for the Early Years Foundation Stage*

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>3</b> |
| Taking into account:   |          |
| Outcomes for children in the Early Years Foundation Stage                          | 3        |
| The quality of provision in the Early Years Foundation Stage                       | 3        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3        |

## Views of parents and carers

The response to the questionnaire for parents and carers was high, with most families contributing their views. The vast majority were very positive and value the way the school promotes children's feelings of safety and promotion of healthy lifestyles. Parents and carers also believe their children enjoy school and that they are informed well about their progress. This concurs with inspection evidence.

A very few parents expressed a concern over the level of supervision in the school playground during break times. A very small minority of parents and carers expressed concerns about the academic progress of older pupils in mixed-age classes. Further very small minorities of parents and carers felt that they did not have enough information on the progress of pupils with special educational needs and/or disabilities, that there is too much religion in the curriculum and that the school promotes conformity at the expense of individuality.

Inspectors seriously considered and investigated these concerns in the course of the inspection. Inspectors found that the children were adequately supervised at all times and that arrangements for safeguarding pupils meet requirements. Inspection evidence showed that school's engagement with parents and carers is good; many parents commented on their warm welcome into schools and the teachers' readiness to discuss any individual concerns. Inspectors found that a balanced curriculum contributes to pupils' good spiritual, moral, social and cultural development and builds confident and independent learners. Inspectors found that, occasionally, the tasks and activities set for older pupils in some year groups are not quite as challenging as they should be.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Orton CofE School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 41 completed questionnaires by the end of the on-site inspection. In total, there are 68 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 23             | 56 | 17    | 41 | 0        | 0 | 0                 | 0 |
| The school keeps my child safe  | 26             | 63 | 12    | 29 | 1        | 2 | 0                 | 0 |
| My school informs me about my child's progress  | 16             | 39 | 19    | 46 | 2        | 5 | 3                 | 7 |
| My child is making enough progress at this school   | 15             | 37 | 18    | 44 | 1        | 2 | 2                 | 5 |
| The teaching is good at this school   | 16             | 39 | 19    | 46 | 2        | 5 | 1                 | 2 |
| The school helps me to support my child's learning  | 14             | 34 | 21    | 51 | 2        | 5 | 3                 | 7 |
| The school helps my child to have a healthy lifestyle   | 26             | 63 | 13    | 32 | 0        | 0 | 0                 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 22             | 54 | 18    | 44 | 0        | 0 | 0                 | 0 |
| The school meets my child's particular needs  | 17             | 41 | 17    | 41 | 2        | 5 | 2                 | 5 |
| The school deals effectively with unacceptable behaviour  | 22             | 54 | 14    | 34 | 3        | 7 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 16             | 39 | 19    | 46 | 0        | 0 | 3                 | 7 |
| The school is led and managed effectively   | 22             | 54 | 16    | 39 | 0        | 0 | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 22             | 54 | 14    | 34 | 2        | 5 | 0                 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.  |
| Grade 2 | Good         | These are very positive features of a school. A school that is good is serving its pupils well.  |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.  |
| Grade 4 | Inadequate   | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

### Overall effectiveness of schools

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 46  | 48   | 6            | 0          |
| Primary schools      | 6   | 47   | 40           | 7          |
| Secondary schools    | 12  | 39   | 38           | 11         |
| Sixth forms          | 13  | 42   | 41           | 3          |
| Special schools      | 28  | 49   | 19           | 4          |
| Pupil referral units | 14  | 45   | 31           | 10         |
| All schools          | 10  | 46   | 37           | 7          |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

|                            |   |
|----------------------------|---|
| Achievement:               | the progress and success of a pupil in their learning, development or training.   |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.  |
| Capacity to improve:       | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.  |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.  |
| Learning:                  | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.  |
| Overall effectiveness:     | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul> |
| Progress:                  | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.   |

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



10 June 2011

Dear Pupils

**Inspection of Orton CE School, Penrith, CA10 3RG**

Thank you for making me so welcome in your school when I inspected recently. A special thank you to those of you who gave up your breaks to talk to me and tell me how much you like coming to school and enjoy learning. I was really impressed with how independent you are and the very sensible way in which some of the older pupils set out the hall for assemblies and lunchtimes.

I consider that the school provides you with a satisfactory and improving education. Your headteacher, members of the governing body and all the other staff in your school are working hard together to improve the education that you receive. I believe that the care, guidance and support that you receive are good. This is reflected by your views, as you told me that you feel safe and supported at school and really trust the staff to help you. You are also helping to make your school a great place to be through your kindness to one another and your good behaviour.

Your headteacher, all the other staff and the members of the governing body are determined to make things even better for you. I have asked them to help you to improve your writing by providing more opportunities to write for longer periods of time in different subjects. I have also asked your teachers to make sure that you are all given tasks and activities in lessons which really challenge you to learn as much as you possibly can. Additionally, I believe you sometimes need a bit more information on how to improve your work and have asked your teachers to mark your work more often and let you know the next steps in your learning.

You can help by continuing to work hard and by making sure your written work is always neat and tidy. Best wishes for the future.

Yours sincerely

Janette Corlett

Lead inspector

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